

Mission: North Carolina Council on Developmental Disabilities

... to ensure that people with developmental

... to ensure that people with developmental disabilities and their families participate in the design of and have access to culturally competent services and supports, as well as other assistance and opportunities, which promote inclusive communities.

Learning and Earning After High
School

Three year state funded contract

- Three year state funded contract through the North Carolina Council on Developmental Disabilities (in Year 2)
- In collaboration with North Carolina Department of Public Instruction



To change attitudes and increase
expectations of administrators, teachers, families, students, and community service providers with increased opportunities and more positive outcomes with individuals with intellectual disabilities

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Objectives

Raising expectations of students, families, teachers, administrators

- Demonstrating possibilities of competitive employment, postsecondary education/training, and independent living options for youth with intellectual disabilities (e.g., highlighting success videos and stories across NC)
- Providing teachers, families, and school districts with a web-based resource as a guiding blue print for preparing students with intellectual disabilities with opportunities for positive post-school outcomes

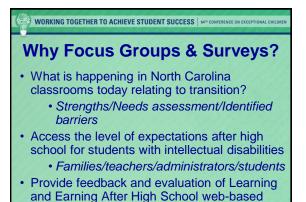
# Current LEA Partnerships Four LEAs in North Carolina 2-large (Harnett, Catawba) 1-medium (McDowell) 1-small (Graham)



- Develop web-based resource matrix for teachers, families, and students
- Conduct LEA focus groups and surveys
- Collect or film success videos and YouTube clips

resource

- Create Advisory Teams with Parent Liaisons
- Participate in Focus Groups and Online Surveys
- Contribute to and implement the webbased resource in middle schools and high schools
- Collect resources (e.g., lesson plans and videos)



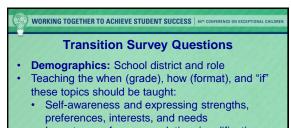
#### Initial Focus Group Results Strengths, Needs, Barriers

## Transition Survey Results



#### **Transition Survey Demographics**

- Administered during the months of February- March 2014
   LEAs sent out a total of 270 surveys to teachers,
- administrators, VR counselors, transition coordinators, job coaches, and families in Catawba, Graham, Harnett, and McDowell counties
- Option to complete survey using surveymonkey (online) only
- Return rate = 151 total identifiable responses received (55.9%)
  - Families (n= 4)
  - Teachers (n= 115)
  - Administrators (n= 11)
  - Transition Coordinator/Specialist (n=14)
  - Job Coach (n=3)
  - VR Counselors (n=4)



- Importance of accommodations/modificationsAdvocating (rights and responsibilities,
- Advocating (rights and responsibilities, community supports)
- Participating actively in IEP meetings
- Identifying and recognizing barriers or solutions with postsecondary, education, or independent living goals



#### Student

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#### "I am a student on this committee. Most of my answers were 11th grade because no one ever ask me about any of that stuff until I

got an advocate."

Teacher

"I would like to say that in the past transition wasn't done the way it should be done according to NC Policy and Procedures that govern students with disabilities. However, last school year our EC Director hired a transition specialist last school year and she is doing a great job of informing the schools about transition and the way it is supposed to work."

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#### **Teacher**

"Most of the teaching is done during the IEP meetings. These issues, to my knowledge, are not addressed during the regular school day. I teach Lifeskills students with Moderate Intellectual Disabilities. These issues are typically addressed with the parents during IEP meeting or parent conferences."

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#### **Teacher**

"Most of my students would not be able to understand these issues. Those that do are included in the IEP meetings. Additionally, as a teacher new to the high school level and selfcontained setting, I am still learning the transition process myself!"

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#### **Teacher**

"Only if in conjunction w/parents as each students disability (abilities) are different & it takes knowledge of the person. I do not recall that students were taught to understand their disability at all. Students were never taught how to advocate for in-school supports. Students should be taught to lead IEP meetings prior to 12th grade. Advocate Community Supports. Schools etc. Don't seem to know what is out there in the community and this is BAD. THANK goodness this is being addressed!!"

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#### **Teacher**

"In the past, I have found that the students I work with are receiving very little information or support from the transition team in getting in touch with VR or other possible resources. I have contacted VR myself, and tried to help my students establish contacts but have found that VR doesn't follow through on their end much of the time. I have **used resources from PEPNET** to try to ensure seniors understand their disability and the accommodations they may need/request at college or in the work place.

### **PRELIMINARY FINDINGS FROM Expectations Survey**

**Expectation Survey Demographics** Administered during the months of May/June 2014 LEAs sent out a total of 2,015 surveys to students with intellectual disabilities, teachers, families, and administrators in Catawba, Graham, Harnett, and McDowell counties Option to complete survey using surveymonkey (online) or completing by paper and returning in a pre-paid mailing envelope to NCCDD grant staff who entered into surveymonkey Return rate = 677 total responses (33.6%)

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- Students (n= 269)
- Families (n= 277)
- Teachers (n= 105)
- Administrators (n= 26)

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å	Expectation Survey Or	lostic

- **Demographics:** Intellectual disabilities = mild,
- moderate, severe/profound

  Based all questions on maximum percentage for:
  - · Paid job after high school
  - Earning enough to support themselves after high school
  - · Getting a regular high school diploma
  - · Getting a driver's license
  - Living away from home with or without supervision
  - Attending a postsecondary education program (i.e., 2 year, 4 year, vocational/technical)

Family Expectations

Compared to families with students who have moderate or severe ID, families of students with

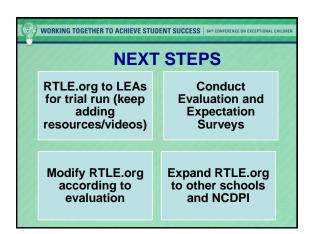
moderate or severe ID, families of students with mild ID have stronger expectations for their son/daughter to:

- · Get a job
- Support themselves
- · Get a diploma
- · Get a driver's license
- Live outside of the house with help
- Pursue postsecondary education

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Comparing Family & Student Expectations		
Compared to families expectations for students, students had greater expectations for themselves to:  Get a diploma Get a driver's license Live outside of the house without help		
Pursue postsecondary education		
Families had stronger expectations than the students		

that they would live independently with help

## Teacher Expectations For teachers reporting majority of their students being in the mild ID category: • Stronger expectations were rated in all areas for students with mild ID over teachers who worked with moderate to severe ID categories.







- Past and present students with ID who are employed, attending PSE programs and/or living independently. (Talking about their job, school, independent living and how they became successful)
- 2. Community service providers explaining eligibility and what services their agencies provide
- Expert teachers in North Carolina explaining how to complete Secondary Transition Component of IEP for compliance, as well as providing resources used that have a direct impact on postsecondary and employment goals/outcomes

